

EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE05

DOI: <https://doi.org/10.55640/eijp-03-05-08>

Pages: 41-43



PEDAGOGICAL CONDITIONS OF IMPROVING THE QUALITY OF EDUCATION IN NON-STATE EDUCATIONAL INSTITUTIONS

Sobirova Mohinur Ilhomjon Kizz

Fergana State University, Master's Department Theory And Methodology Of Education And Training (Pre-School Education), Uzbekistan

Khallokova Maksudakhon Ergashevna

Scientific Supervisor, Doctor Of Philosophy In Pedagogical Sciences (Phd), Uzbekistan

ABOUT ARTICLE

Key words: Education, continuing education, preschool, innovation, decision, decree, spirituality, value, ethics.

Received: 06.05.2023

Accepted: 11.05.2023

Published: 16.05.2023

Abstract: This article summarizes information such as changes in the preschool education system, decisions and decrees related to the field, and its content. It was also analyzed that the quality of the preschool education system has been improved in recent years.

INTRODUCTION

With the honor of independence in Uzbekistan, the process of large-scale changes and updates has begun at all stages of the education system. Gradual reforms were implemented at all levels of the continuing education system. In addition, a number of changes took place in the preschool education system, the lowest level of the education system. First of all, if we dwell on the essence of the preschool education system, the preschool education system is the initial part of continuous education. It ensures that the child becomes a healthy and developed person, awakens his passion for learning and prepares him for systematic education.

MATERIALS AND METHODS

Preschool education up to 6-7 years old is carried out in state and non-state preschool educational institutions and in the family. The purpose of pre-school education is to prepare children for school studies, to make the child a healthy, developed, independent person, to reveal his abilities, to educate his passion for reading and systematic education. Social and charitable organizations, neighborhood, international funds actively participate in the implementation of goals and tasks of preschool education. Pre-school education in Uzbekistan is conducted in the state language and Karakalpak, Russian, Tajik, Kyrgyz, Kazakh and Turkmen languages.

RESULTS AND DISCUSSION

Purposeful and systematic preparation of children for schooling in preschool educational institutions, development of children's personal abilities and talents, introduction of children to national, universal and cultural values, intellectual development of children, formation of high moral and ethical

foundations in children, goals such as strengthening physical and mental health are considered. In the following years, special attention and importance began to be paid to the preschool education system, among other links of the education system. On September 30, 2017, according to the decree of the President of the Republic of Uzbekistan "On measures to radically improve the management of the preschool education system", the field of preschool education, as the primary link of the continuous education system, it is emphasized that it is extremely important in raising a healthy and well-rounded child and preparing him for school. In the years of independence, the education system and education of a competent generation in the republic were raised to the level of the main priorities of the state policy, and the analyzes conducted showed that the effectiveness and results of the work carried out in the field of preschool education were not sufficient, and the last For 20 years, the number of state-owned preschool educational institutions has decreased by more than 45 percent, and today the coverage of children in preschool education in the republic is 30 percent, as well as the material and technical facilities of preschool educational institutions [1].

In the pre-school education system, variant programs are not introduced, alternative, flexible models for preparing children for school are not sufficiently developed and are focused on social, personal, emotional, speech, mathematical, physical and creative development, acquaintance with the environment, as in developed countries. The fact that special state education programs were not implemented was critically analyzed. Most of the pedagogic personnel working in state preschool educational institutions have secondary special education, which does not allow to prepare children for school education at the level of demand, due to the fact that monitoring the quality of preschool education is not provided structurally and organizationally, the evaluation of the quality and efficiency of the educational process in preschool educational institutions does not meet the requirements of the time, the analysis of the advanced experience of foreign countries is characterized by the fact that it is oriented towards creating conditions for the development of preschool children in modern preschool educational institutions, and it shows the possibilities of positive socialization of the child aimed at developing his initiative and creative abilities on the basis of all-round spiritual-ethical and conscious development of a person, appropriate activities for preschool age, opening opportunities for cooperation with adults and peers within the framework of communication. Further improvement of the preschool education system, which is an important link of the continuing education system, creation of an efficient state management system, expansion of the state and non-state network of preschool educational institutions, strengthening of the material and technical base, their qualified pedagogues providing personnel, dramatically increasing the coverage of children in preschool educational institutions, implementing modern educational programs and technologies in educational processes, all-round intellectual, spiritual-aesthetic, physical development of children and fundamentally improving the quality of their school preparation in order to improve, the Ministry of Preschool Education of the Republic of Uzbekistan, the Ministry of Preschool Education of the Republic of Karakalpakstan, the General Directorate of Preschool Education of the city of Tashkent, regional preschool education departments and their departments in districts (cities) in the field is one of the great changes made.

CONCLUSION

In a short period of time, from the above-mentioned 30 percent, the index of preschool education coverage of children of kindergarten age has exceeded 60 percent. For example, it is reported that in 2022, the level of coverage of children of kindergarten age with preschool education will reach 60.9 percent. In 2018, the level of coverage of children of kindergarten age with pre-school education was

38 percent, and as a result of the reforms we started in the development of pre-school education, it was noted that in 2022 this indicator reached 60.9 percent. Today, 18,254 preschool educational organizations have been established in the republic, and 1,699,566 children are covered in them.

REFERENCES

1. Mirziyoev Sh.M. Critical analysis, strict discipline and personal responsibility should be the daily rules of every leader's activity. T., 2017.
2. Decree of the President of the Republic of Uzbekistan "On measures to fundamentally improve the management of the preschool education system", September 30, 2017
3. Convention on the rights of the child / / international documents on human rights /: V.A. Kartashkin, Ye.A. Lukasheva. M.: Infra-M, 2018
4. www.ziyonet.uz